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## ABSTRACT

This document reports on a federally funded Experimental Schools project that took place over a five-year period, 1972-77, in a small, rural Oregon district. The report is primarily a narrative on change and change agency as viewed from the perspective of school personnel. After background discussion and brief descriptions of the program, narratives are presented concerning the programs in the elementary, junior high, and high schools; the students; the staff; the school board; and the community, as well as the overall major issues faced in the experiment and the estimates for the future. A chart presents a summary of the status of all programs in the six major components--elementary schools, junior high school, high school, staff development, evaluation, and management and dissemination. A financial report is also included.

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SOUTH UMPQUA SCHOOL DISTRICT #19

EXPERIMENTAL SCHOOLS PROJECT

(Myrtle Creek, Oregon)

FINAL REPORT

September 29, 1977

EA 010 453

NEC-00-3-0282

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## I. INTRODUCTION

The South Umpqua School District was the recipient of funds to operate an Experimental Schools project over a five year period, 1972-1977. The project became a moving force to create change in a small rural school district. This report is primarily a narrative on change and change agency as viewed from the perspective of school personnel.

In an effort to assure that the report might reflect the various views and perceptions of personnel, a two day seminar was conducted on May 31, 1977 and June 1, 1977. Persons who had served in a management position at least two years during the five year project were invited to attend. (See Appendix A)

To gain further insight related to community involvement, each member of the Coordinating Council, past and present, was mailed a questionnaire.

The project director informally discussed Experimental Schools programs and issues with the teaching staff and the Coordinating Council members throughout the final year.

Thus, this report is a compilation of the views of many persons concerning (1) program accomplishments and (2) the impact of change resulting from the project.

## II. BACKGROUND AND BRIEF DESCRIPTION OF THE PROGRAM

The South Umpqua School District came into existence in 1965 through a consolidation of schools in the Canyonville, Myrtle Creek, and Tri City areas. This small rural school district applied for Experimental Schools funds in 1972.

Although many of the problems and pains of consolidation had been solved and healed, five outstanding problem areas within the school district prompted this application:

- A. The people of the communities were struggling to achieve community involvement in the schools. The consolidation effort created a loss of identity with their schools, most particularly with the high school--a new school plant now South Umpqua High School located in Tri City, a mid point between Myrtle Creek and Canyonville. Parents, patrons, and students referred to the school as "THE high school," not "OUR high school". Many ill feelings still existed as a result of heated arguments during community meetings and distrust between patrons of Canyonville and Myrtle Creek. Solutions to staffing problems created by the consolidation were still viewed with a jaundiced eye by many. Some parents were forming a school volunteer program; however, community involvement in the schools was fragmented and stemmed, for the most part, from a negative viewpoint.
- B. Curricular programs were not uniform within the district, often, in fact, not uniform within each school and grade level. Students entered high school from diverse elementary and junior high backgrounds.
- C. Teacher certification was not up to state standards within the district. In an effort to save money, teachers who held certification in another state with a 2 year degree were hired. While Oregon required a 4 year degree for certification, any teacher who held certification in another

state was accepted. While several outstanding teachers were obtained in this manner, the board recognized a need to upgrade certification of the teaching staff and efforts to do so were just under way by 1972.

- D. New leadership in the school district (superintendent, assistant superintendent, business manager, high school principal, federal programs director, and Myrtle Creek Elementary principal) was combined with three well established principals. Staff, parents, patrons, and students were uneasy with the "new" management and had adopted a "wait and see" attitude. A structure to effect change was beginning to emerge under the direction of the management team which caused considerable wariness on the part of the staff and community toward the leadership.
- E. The basic and overriding problem existent in the South Umpqua Schools which caused the district to seek additional aid was the evidence of too many graduates who were not prepared to proceed successfully to the next life station, either directly into a career or further schooling. This problem was manifested in a variety of ways. Student achievement scores on standardized tests were generally lower than desirable and had shown no upward movement for several years. Achievement tests scores in language arts had actually declined during the previous two years. The number of graduates who continued schooling beyond high school within two years of graduation had remained static and below expected levels. A larger than acceptable number of students accepted occupational areas with limited career development opportunities. The drop out and absentee rates were high and had remained constant for several years. Large numbers of students appeared to have passively withdrawn from participation in classroom and other school activities. This information indicated that the district's instructional program was in need of articulation, revitalization, and in-depth review.

The management team perceived that a number of changes would need to occur to solve the five problem areas as described. The possibility of an Experimental Schools Project at this time was viewed not only as an opportunity to work rapidly toward solutions to glaring problem areas but also as a rare opportunity to allow the staff its "go the extra mile" and work together to establish a model rural school district.

A letter of intent was written and funds were granted for the planning year. The planning process to create the finest school we could envision was now under way.

On the opening day of teacher In Service Week in the fall of 1972, the Superintendent of Schools announced to the teaching staff that the district was the recipient of funds to assist in a planning year, 1972-73. Due to semantics and/or an attack on the messenger even though the message was acceptable, many staff members entered into the planning year in a state which ranged from confusion to extreme opposition. Many other staff members, however, began this venture in moods ranging from enthusiastic to complete dedication to the notion of such a grant. Therefore, the teaching staff, as well as the community, were divided in terms of support of the Experimental Schools Project.

Planning proceeded, in spite of divided support, under the direction of the management team. The administrators formed a cabinet to facilitate decision making--a model that continues to function today. A steering committee of teachers and a community coordinating council were actively involved in planning. Each teacher in the school district was scheduled to conference with the Superintendent to provide input into the final project.

The central theme of the Experimental Schools Project which emerged from the planning year was described as one which "...will personalize and intensify those instructional processes dealing with basic education and career preparation which enhance each student's ability to manage his life, emphasizing access to individualized programs, direct learning experiences, independent study, and parent involvement. The project will initiate a concerted effort to build on the strengths and ameliorate the weaknesses inherent in the local community."\*

To implement a project based on this central theme, five major goals were set as follows:

- A. Personalization of Instruction
- B. Parent/Patron Involvement
- C. Community Learning Centers Established
- D. Cultural Enrichment Emphasized
- E. Affective Learning Emphasized

For organizational purposes the curriculum improvement efforts were organized into five stream areas:

- A. Personal Development
- B. Math/Science/Technology
- C. Career Development
- D. Communication
- E. Civic Education

The six major components of the program were:

- A. Elementary School
- B. Junior High School
- C. High School

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\* "South Umpqua Experimental School Project" - application to NIE for contract, August 1, 1973, p. 1.

## D. Staff Development

## E. Evaluation

## F. Management and Dissemination

The goals and the streams provided a matrix for the development of a program designed to achieve massive improvements in the quality and breadth of educational opportunities and experiences for students. The goals and streams were applied directly to the first three components and indirectly to the last three which provided support services.

Various types of materials, programs, and equipment were added to all school sites which provided students with a greater access to various learning experiences. The addition of personnel, a staff development section, and a central evaluation section were designed to provide support in the implementation of the programs. The inclusion of parents and patrons in the educational setting provided still further support for program implementations.

A major overriding thrust in the total design was a dedication to the notion that, with additional funds, people, equipment, and materials this school district could lead the nation in establishing a school system in which school age children would receive the finest education known today in an atmosphere of warm human interaction and trust--one which would instill a "joy of learning" in each student. No more would the oft repeated statement of "...the children are so eager entering first grade, then burn out so early and are no longer interested in school..." apply! The planners of the South Umpqua Experimental Schools Project truly left no stone unturned in an effort to create a new model rural school--an educational Camelot.

### III. NARRATIVE ON CHANGE

#### A. Special Issues

##### 1. PROGRAMS

The major thrusts of the Experimental Schools Project at the South Umpqua School District were to improve basic skill instructional processes, broaden the variety of educational experiences available to students and to increase the opportunities for personalized, direct experience learning. All programs developed and implemented were designed to serve these major thrusts. Each component is included in section V of this report. Only those program components which emerged to create the greatest amount of change are discussed in this section.

##### a. Elementary Programs

The development of a learning centers approach to classroom organization as a vehicle to individualized instruction proved to be a resounding success in the primary grades. Implicit in the development of such classrooms is attention to trust building; warm and friendly teacher/student relationships; more student responsibility for learning, choices, and record keeping; and an emerging change in the role of the teacher from that of a "director" of learning to a "facilitator." Such change did occur often in the primary classrooms to provide an atmosphere conducive to questioning and learning and to develop a joy in learning on the part of students. The learning centers approach to classroom organization was widely adopted in intermediate grade classrooms and often found in junior high and high school classrooms following the success of this model at the elementary grades. The addition of classroom aides at the primary levels, however, made the task of operating a learning center classroom a much easier one than it

was for those teachers at higher levels. The additional help is invaluable in such a classroom.

Much attention was given to individualized programs in reading, math, and spelling in grades one through eight. Social studies programs, such as MACOS and PAT, were adopted which provided an inquiry and discovery orientation for students.

The language arts program was further developed; the science program was updated to a workable system emphasizing a process approach; and the career education program was developed, which spanned grades 1-12, with special emphasis on the affective domain in the elementary grades.

The media centers, the physical education centers, Friday elective programs, and resident outdoor school provided enrichment to classroom study and further direct learning experiences.

The Friday elective programs and the cultural enrichment programs broadened the base of educational experiences for students in this rural southern Oregon school district.

The implementation of programs at the elementary schools proved to be a relatively simple task and overwhelming success when the magnitude of all that was involved is considered. Teachers, instructional leaders, and principals worked with new materials and equipment in addition to establishing new classroom organization and management procedures.

b. Junior High School

The program changes at the junior high school levels were focused on a change from a departmentalized, six period day, language-social studies core program approach to an elective program approach with scheduling planned each quarter.

During the first operational year the junior high staffs mostly approached the project with wariness, but accepted what was viewed as inevitable change.

Programs were developed for the most part, during the evening hours on a paid basis--this was the teachers' choice--rather than release time. The development of an elective system began in September. The first classes were to be scheduled in December. This was a fortunate circumstance because the short time made lengthy digressions into philosophy and process impractical. These discussions had occurred during the planning year and, at this point, might have been detrimental to the development of programs. As a consequence, teachers, principals, and instructional leaders moved quickly to the task and accomplished it efficiently with a level of quality sufficient to instill a sense of pride of accomplishment in the staff.

Although the system of scheduling on a quarterly basis was a great deal of work, particularly for principals and instructional leaders, it was an instant success with faculty, parents, and students. Students enjoyed selecting a variety of courses and were more cooperative in classes which they had chosen.

By the second year the system operated even more smoothly. Classes were successfully meeting student needs. Student test results were high, discipline problems greatly diminished, attendance improved, and the scheduling process was simplified through better record

keeping devices. In addition, an advisee system caused students to make wiser scheduling decisions.

As one vice principal wrote concerning the junior high school level, "...in summary, after two years we were smug as hell!" Fewer school problems, happy and successful students, and a cohesive faculty were certain signs that the desired changes had occurred with few battle scars.

c. High School

Each stream area was revitalized with performance objectives written by staff for each course. Minimum competencies for graduation were written and cross referenced to specific courses. Materials and equipment were added specifically to math, science, art, reading, drama, career education, and special education. Improvement efforts in the high school revolved primarily around the five streams concept. Special attention was given to the five major process goals as described in section II. of this report. This was apparent through such highly successful programs as Freshman Orientation, Oktoberfest, the Advisor Program, and the Artist-in-Residence Program. Permeating the total effort at the high school was an attempt to foster an attitude on the part of staff and community to recognize the potential value and worth of each high school student. The high school staff suffered a great deal of turn-over each year which created serious problems in promoting a lasting change. Programs which were designed by persons no longer employed at the school became difficult to manage. Many adjustments and rewrites were necessary. By the fifth operational year most programs were enjoying success and were totally integrated into the school curriculum.

The implementation process was ongoing over the five year period at this school site. This was due in part to losing a great many teachers each year, as described. In addition, the high school is the most visible school in the district. High school athletics, concerts, theater performances, and art displays represent much of the social life in rural areas. South Umpqua High School is no

exception and the familiarity with and visibility of the school caused changes instituted here to come under much closer scrutiny by parents and patrons than those at other school sites. By the fifth operational year, this staff had achieved the changes as set forth and many more which were direct "spin offs" of the Experimental Schools Programs.

## 2. STUDENTS

Across the district, teachers and administrators have expressed pleasure at the obvious attitudinal changes in students. There are fewer discipline problems, attendance is on the upswing, and a positive attitude is in evidence in schools. At the inception of the Experimental Schools Project, no devices were readily available to measure attitudinal changes and this was certainly our loss as this may have been the area where the greatest gain was made. The students, for the most part, enjoy their schools and seem to be secure in their school setting.

Academically, the students made solid gains during the five year period. When charted, the reading scores, in particular, show sharp increases from year to year. This upward trend began in 1973 with the advent of the Experimental School Project. There is no mistaking the impact of the project on CAT scores. While continued improvement is necessary, the needed upward trend has begun.

A final note on student changes relates to the wider base of experiences provided through the project. Cultural events, field trips and experiences, mini courses, and symposiums provided during the past five years have afforded many youngsters their first glimpse at programs not immediately available in rural America. It is impossible to measure the impact these experiences offer to students; however, discussions, college choices, career choices, and general interest of students were known in individual cases to be based on having had the experiences.

### 3. STAFF

The staff of the South Unpqua Schools entered into the Experimental Schools Project as a divided unit with inclinations which ranged from complete dedication to this opportunity afforded them to complete hostility and a dedication toward an effort to sabotage the project whenever possible. To further cloud the Experimental Schools issue for many staff members, additional personnel were employed at the beginning of the first operational year. These persons filled roles as instructional leaders, classroom aides, evaluators, and a staff development director. These persons and their roles were viewed with mixed feelings by the teachers and the community throughout the project years.

The instructional leaders were the key change agents at the building level. These leaders were responsible for implementing Experimental Schools programs, assisting teachers in developing classrooms conducive to individualized instruction, and monitoring Experimental Schools programs and curriculum throughout the first three operational years. Five persons were hired and assigned building sites. The role was not clearly defined going into the project and five different models developed as each instructional leader interpreted the role and as relationships developed between the building principal and the instructional leader. All of the models proved successful in the role of change agency, however, and are certainly noteworthy for future projects. These people located on site to keep close touch with the heartbeat of change were invaluable.

The classroom instructional aides were welcomed with open arms by nearly all primary teachers and contributed much toward the success of the learning centers concept and the Friday elective programs. These

persons were clearly defined as instructional aides, not clerical, and were trained accordingly.

The evaluator position was perhaps the most mundane position added. Persons filling this role were successful; however, the role itself was not innovative. Often the evaluator was viewed with extreme distrust--in spite of the fact that program evaluation was the object of discussion, not teacher evaluation.

The staff development director position simply did not succeed as envisioned. After several attempts, the focus was changed to one which would allow the director to respond to specific building needs as stated by the principal/instructional leader team. This model enjoyed moderate success, but the staff development vision gradually eroded until it was phased out at the end of the second operational year. This was a devastating blow to the project since (conceptually at least) this was the component of the project which would support the staff in transition of change.

The total management group and the total teaching group which started the project with varying degrees of divisiveness began to pull in the same direction and by the final operational year became a cohesive unit as evidenced by attitudes, willingness to work together, increased volunteerism on a district wide basis, and a definite final closeness that developed during the MACOS controversy when the staff and administrators were aware of larger issues at stake. There are many forces at work which will nearly guarantee that such a totally united front cannot survive (negotiations, militancy, etc.); however, the problem of a wide chasm in the staff and between the staff and administrators was certainly bridged during the two final Experimental Schools years.

It is impossible to describe the total commitment which evolved toward this project on the part of staff members. This commitment was one of the most rewarding factors in the entire experience. A word of warning when considering change is certainly appropriate at this point. The level of both emotional and physical fatigue was incredible to behold in those persons who stepped into the project full force. The rewards were such that most staff members would jump in again, if possible, but the price was high in many cases. Several of the most successful teachers left the profession; many teachers backed away soon enough to maintain programs and improve them but to "live to tell about it;" most of the administrative group involved have left the school district; many of the administrative group have left schools or are attending graduate school to re-evaluate goals; the list goes on and on. There was an excitement and love of task that often spurred staff members into overextending themselves. This is a hazard that must be reckoned with when considering such comprehensive and massive change.

#### 4. SCHOOL BOARD

The makeup of the school board was changed considerably when comparing the planning year to June, 1977. With the changes in the schools came changes on the school board. As with the South Umpqua Dam proposal and a Cal-Pac dispute, so it was with the school board candidates. Many persons who ran on a very open "anti" platform were successful in their bid for a seat on the school board.

Along with an "anti" sentiment, the nationwide cry for "back to basics" was abounding in this school district. This narrower view of education was certainly an opposite view of that stated in the Experimental Schools Project.

In an effort to represent the community, the board was often in the position of facing a cross fire during the past three years. However, even though individual members of the board were often at odds with Experimental Schools programs, the leadership provided by these persons during the budget planning sessions resulted in maintaining most of the programs for the 1977-78 school year.

## 5. COMMUNITY

The combined communities of Canyonville, Myrtle Creek, and Tri City are, hereafter, referred to as the community--the total community of the South Umpqua District. The Experimental Schools Project had far reaching effects in terms of community participation in schools. During pre-Experimental Schools days, parent participation was much more limited than today. Parents of elementary children visited with teachers during fall teacher conferences, went to classrooms on "Open House," and a few parents were involved in volunteer programs which started during the planning year. Parents of junior high students visited the schools on an annual "Open House Night." Individual parents visited the schools when discipline problems relating to their children occurred. These activities were the large extent of parental involvement and these activities continued as described in addition to the parent involvement programs added through Experimental Schools Project. With the advent of the Experimental Schools Project, the parents of elementary school age children became heavily involved as children entered the first grade level. Parent Orientation Night programs were held for parents of first grade students. With a two week early dismissal, teachers scheduled parents for small group conferences, individual conferences, and, in some cases, home visitations were made by teachers. Parents were encouraged to provide input for a final diagnosis of the child and to assist the teacher in planning an individualized program for their child. Parent conferences for all students, grades 1-6, were increased to a minimum of two formal conferences--spring and fall. A parent orientation night is held each year for parents of fifth grade students to familiarize parents with

the resident outdoor school. Parents and patrons became heavily involved in a growing volunteer program. Through the Friday Elective Program and the Resident Outdoor School, parents and patrons became involved in teaching mini courses and chaperone/counselor roles.

At the junior high level, parents became actively involved in the educational decisions of their children. With the development and implementation of the elective program, parents are involved in selection of courses by students.

At the high school, drastic changes occurred to improve parental and patron involvement. The Freshman Orientation Week is designed to include parents at various points, and to allow parents to meet with the advisor and child to determine immediate and long range educational goals. This involvement is furthered by a scheduled conference once a year with the advisor and child throughout the student's four year high school career. To further community involvement an "Oktoberfest" is held each year--a unique open house which features student bands, booths, student athletic exhibitions, student art demonstrations, choral groups, and classroom exhibits. Many activities are designed to promote adult participation. Several hundred persons attend each year. While the Open House is not a specific Experimental Schools program, it is a "spin-off" of the efforts to promote community involvement.

Many efforts were made by school personnel to establish open communication lines between the community and the schools through letters to parents, newspaper publicity regarding school functions, school newspapers, Experimental Schools newsletters, open invitations to visit schools at any time, and parent-teacher organizations of various types. These efforts were sporadic, at best, and fell far short of the mark of success.

Parents became involved with schools through a group known as Concerned Citizens for Education. The people formed, initially, because of dissatisfaction with the junior high schools and discipline issues at the high school at about the mid point of the planning year. Several persons within the group expressed dissatisfaction with the planning, most particularly with the learning centers notion for primary grades. The concerns of this group were discussed with administrators. Many issues were responded to satisfactorily or steps were taken to resolve the concerns. This group gradually dissolved by the first operational year due to dwindling concerns and, as a result, dwindling attendance at meetings. The chairman of this group became a member of the Experimental Schools Coordinating Council and another member was elected to the school board. Both were most supportive of school programs in these roles.

During the second operational year, several community persons began to run for the school board on anti-school platforms. These platforms were a result of dissatisfaction with schools and, in some cases, dissatisfaction with persons serving in administrative roles. Some won and some lost, however, this sentiment set the scene for a curriculum battle in which the Experimental Schools Project figured heavily--the MACOS controversy.

This controversy was the single most negative attack which the schools and the Experimental Schools Project suffered during the five year period. The formal complaints and the hearing were emotion laden for persons on both sides of the issue. The controversy arose with a formal complaint against the MACOS program and a request to remove the program from the fifth grade classrooms. After a formal review,

a formal hearing, and much publicity, the school board voted to replace this social studies program in the fall of 1977.

While this controversy was painful to school personnel, the entire community was involved in examining school curriculum. As new textbooks were adopted during the spring and summer of 1977, parents and patrons continued to exhibit an interest in materials and programs to be used in classrooms. This type of parent/patron involvement was encouraged throughout the Experimental Schools years and, hopefully, will continue so that parents/patrons/board members are fully informed regarding program offerings at all levels in the schools. It would be desirable if current and future community involvement in curriculum offerings would stem from a positive note rather than negative.

## B. Overall Major Issues

Four major overall issues were present during the project. They include a communication issue, a program implementation issue, a staff issue, and a curriculum issue.

The communications issue is twofold. First of all, our inability to communicate to the community and public exactly what we dreamed of and were working toward--an educational Camelot for our kids--, came back to haunt us again and again. Part of this problem was due to our lack of planning regarding this issue. Change will nearly always cause upset and we should have designed methods of communicating to dispel myths, listen to concerns, and react to community wishes. Part of the problem was due to semantics. We should, perhaps, have been allowed to change the name of the project so that it did not include the word "experimental". That word conjured up visions of strange experiments on children and did irreparable damage to the project from the beginning. If we had named the project to include the words, "model rural school," all persons might have started from a positive note and begun to develop a pride in the project. Instead, many community persons began on a negative note then moved to distrust and suspicion.

The second major issue which should be discussed was the fact that, as designed, this project was front loaded. All major change was designed to occur immediately or within the first year. This presented a tremendous strain on personnel as it did not allow for ample training. As a result, this caused some "let down" in subsequent years. It was very difficult to maintain the momentum established during that first very hectic and critical year. With five years to operate within, it might have been a better plan to have more evenly distributed the implemen-

tation process. However, a number of "second generation" innovations were born as a result. Many rose from the ashes of Experimental Schools programs which were not implemented and were highly successful when redesigned.

The roles of the new Experimental Schools staff members should have been more clearly defined, rather than "evolve" with the project. The Instructional Leader role, in particular, should have had a more clearly defined role and much time and energy might have been saved. Not only was it difficult to operate initially at the building level, but the lack of definition as to whether these persons were supervisors or members of the teacher group culminated in a public hearing with a decision made to grant them supervisory status. This sort of controversy would, undoubtedly, have been avoided had the role been more clearly defined.

The MACOS controversy, as briefly described earlier, was a curriculum issue which caused much ill feeling in the community. The very emotional positions taken by persons on both sides of this issue caused a division in the community which was as deep as any prior division. Teachers suffered personal verbal attacks, administrators and newsmen received veiled threats to their lives; the newspapers were filled with letters to the editor with strong pleas for both sides of the issue. This curriculum problem was the center of controversy during most of the final year.

These major issues were dealt with frequently. Some were solved, but a few caused several side issues. As programs were implemented, major issues wrestled with, and the attempt to achieve a Camelot approached the five year mark, it became evident that in many ways, we would fall short of the mark. Most programs were implemented

successfully, attitudes of children and staff were, overall, greatly improved, achievement scores were on the way up, and teacher certification was greatly improved. We were not, however, able to reach the outer edges of innovation and develop a fine degree the model school for tomorrow's rural school children. Perhaps, our efforts will provide a jumping-off place for future attempts or, perhaps, such a school may yet evolve at the South Umpqua Schools where a truly valiant effort was made during the early 1970's. That would be best!

### C. Estimates for the Future

Certainly, as is evidenced by the overwhelming passage of the school budget during the summer of 1977, most programs will continue in the South Umpqua Schools as an integral part of the district. Many components were openly advertised as "carry-over" from the Experimental Schools Project.

Personnel will not soon forget the experience and will carry the same commitments whether they remain at South Umpqua or move on to other endeavors. This was an incredible experience for those educators who believed the project could set a new model for education. Those involved will continue to work for these ideals. This commitment was well summed up by a retired principal who had been involved in planning and early implementation and who attended the final seminar of the management team...he wrote..."a wonderful way to wrap up the five years of Experimental Schools. When I think of all the planning, effort, and brain power, blood, sweat, and tears that have gone into this, I cannot believe it can disappear without a trace. This is, also, a goodbye to a school district that was the love of my life for 25 years. Thank you again, Judi, for including me."

#### IV. RECOMMENDATIONS TO NIE FOR FUTURE FEDERAL PROJECTS

Three recommendations were brought forward time and again by staff members. The first recommendation would be that NIE continue to operate such projects with the same degree of flexibility afforded this district. As efforts at change evolved, we were allowed to pursue many of the "second generation" innovations. This did allow us to truly meet the needs of the students. The second recommendation relates to staff training and staff development. Pre-project implementation training should be required to assure staff readiness. If the staff development plan begins to falter, NIE might consider forcing the issue to assure that in some way staff development is ongoing. This component is crucial in such projects. Time, or the lack of it, surfaced as a problem over and over as the management reviewed the project. Again, NIE might set use of time (as related to training, planning, implementation, evaluation, etc.) as a high priority guideline.

## V. STATUS OF PROGRAMS

The Experimental Schools Project at South Umpqua Schools was divided into six components as described earlier in this report. (See Section II) The following chart relating the status of programs is organized by the six components.

## A. Program Management

| Program                                                                                       | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Future Status                                                                                                      |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>1. Personnel</p> <p>a. Project Director and Assistance</p> <p>b. Instructional Leaders</p> | <p>The position was a five year position filled by Sam Nutt for four years and Judi Campbell during the fifth and final year. An Administrative Assistant, Meredith Williams, was employed during the first three years of the project. The director and assistant provided leadership for the project, monitored programs, budget, and purchases, maintained records, monitored and directed dissemination efforts, and prepared all reports required by state and federal agencies.</p> <p>Each school site was assigned an Instructional Leader to aid the staff in the implementation of Experimental Schools Programs and to monitor the success of the programs at the building level the first two years of the program. These persons were also involved in dissemination at the building level as well as the district level. Personnel changes in this position were many and at the end of the second operational year no replacement was made at MCJH when the Instructional Leader retired. There were varying perceptions regarding this position from positive to negative, however, the decision was made at the end of the fourth project year to hire one Instructional Leader for the entire district and phase out the position at the end of the project. The original notion of changing the principal's role to one of an Instructional Leader did not materialize.</p> | <p>Terminated June 30, 1977; as per the project plan.</p> <p>Terminated June 30, 1977 as per the project plan.</p> |

## Program Management (continued)

| Program                         | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Future Status                                                   |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| c. Secretary/<br>Bookkeeper     | These persons were employed to perform as job indicates. The positions were phased out June 30. However, the two persons will continue to be employed in the district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Terminated<br>June 30, 1977<br>as per the<br>project plan.      |
| d. Coordinat-<br>ing<br>Council | This group of 18 community persons served to represent the School Board and varied community interests. The members became familiar with all Experimental Schools programs and made recommendations to the School Board and the project director regarding the infusion of Experimental School activities into the existing programs of the district. There were several changes on this committee throughout the five year period. However, a few of these persons actively served on the committee during the entire project--certainly a commendable task!                                                                                                                                                                                                                                                              | Terminated<br>June 30, 1977<br>as per the<br>project plan.      |
| 2. Dissemination                | <p>The program management staff directed, monitored, and promoted communications throughout the schools and the community. This staff served as coordinators and hosts to project visitors. Various guides and training kits were published and are now available for dissemination as follows:</p> <ol style="list-style-type: none"> <li>1) Resident Outdoor School Guide</li> <li>2) Art Guide (Incorporating Mobile Art Lab)</li> <li>3) Nature Trail Guide</li> <li>4) Parent/Teacher Conference Handbook (Grades 1-6)</li> <li>5) Parent/Advisor Conference Handbook (Grade 9-12)</li> <li>6) Curriculum Guide (Grade 1-12)</li> <li>7) Minimum Competency Guides (Grade 1-8)</li> <li>8) Teacher Aide Training Manual</li> <li>9) Teacher Training Kit - "Use of Space" (for learning center classrooms)</li> </ol> | Dissemination<br>will continue<br>until requests<br>are filled. |

## B. Staff Development

| Program                                   | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Future Status                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. Personnel and Program                  | <p>The staff development director and part time secretary were responsible for designing and coordinating regular programs of training and assistance which would meet the needs of a total staff involved in major planned changes in instruction and organization. The director was envisioned as a person who would remain in this capacity following the Experimental Schools Project years. This component did not reach its potential during the first years. Therefore, the cabinet directed a major focus change from one of a teacher center notion to an agency which would serve to assist problem areas in Experimental Schools Programs. The failure of the staff development to fully bloom is undoubtedly the result of many factors. The most obvious seems to be the apparent overlap with Instructional Leaders. The Instructional Leaders were in a far better position to affect that kind of change due to their location in the building. They had a more established relationship with the teachers and an overall view on site to assist teachers seeking help in training areas. It may well be that with Instructional Leaders the staff development section, as designed, was superfluous. At the end of the second operational year, the personnel and the operation of the staff development section were dropped.</p> | Terminated<br>June 30, 1975                                     |
| 2. Tuition Reimbursement and Release Time | These portions of staff development provided funds for further training, program development, and parent conferences. These funds were well received by both teachers and managers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Funds built into the budget for 1977-78 school year.<br>ongoing |
| 3. Individual Study Contracts             | These contracts were available to all teachers on a competitive basis, with final selections made by the cabinet.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                 |

## Staff Development (continued)

| Program                                   | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                       | Future Status                                              |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 3. Individual Study Contracts (continued) | The success of this program was limited. No dissemination of the results of the study contracts occurred, which was probably an error. The entire program proved not to be cost effective in terms of teacher training.                                                                                                                                                                              | Terminated<br>June 30, 1975                                |
| 4. Cultural Enrichment Training           | This portion of staff development, the artist-in-residence program, represents a remnant of the larger cultural enrichment program. This program came into existence during the 1975-76 school year. The program enjoyed moderate success the first year and was a solid success the budget committee saw this as an easy cut this spring and did not allocate any funding to continue this program. | Terminated<br>June 30, 1976                                |
| 5. Consultant Services /                  | Various persons were on site to serve as consultants primarily in curriculum areas. The total value of this experience being steadily questioned caused the management to cut this program at the end of the project. It was not proposed to the school board and budget committee for continuance.                                                                                                  | Terminated<br>as per the<br>project plan.<br>June 30, 1977 |

## C. Evaluation

| Program                              | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                              | Future Status                                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1. Personnel                         | An evaluator, assistant evaluator, research assistant, programmer, and secretary were employed to provide a constant flow of data which could be utilized by program planners and educational managers in decision making. The evaluation section played a large role in the development of computerized record keeping for the school district. The need to continue the computerized record keeping has caused the district to maintain a half time programmer/secretary. | Programming Secretary to remain on with half time employment. All other personnel terminated as per the project plan. |
| 2. Test Service<br>Computer Services | To provide data for a longitudinal study of student achievement and program success or failure, testing was institutional and intensified on a district wide level. Computer services assisted the testing effort as well as the record keeping program.                                                                                                                                                                                                                    | Money budgeted in the 77-78 school year budget to continue both programs.                                             |

## D. Elementary School Support

| Program                       | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                        | Future Status |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Media Center               | The libraries were remodeled and equipment and materials were purchased in an effort to move the libraries from the traditional model of a depository of books to a center which would provide a wide variety of instructional material and activities in the five curriculum stream areas. The development to capacity of this program was varied, but all elementary school experienced process with media centers. | ongoing       |
| 2. Music Centers              | Bells, autoharps, recorders, Musitronic Keyboards and guitars were purchased and a combined program of pre-band instruments and general music was implemented in grades 1-6. The expansion of the music program envisioned was successful in all schools.                                                                                                                                                             | ongoing       |
| 3. Physical Education Centers | Physical Education centers were designed, purchased, and installed. Maximum use of the centers had not been realized at any cite, however, each shows evidence of moderate success.                                                                                                                                                                                                                                   | ongoing       |
| 4. Nature Trail               | A nature trail was designed and built at the Canyonville Primary School site. A curriculum guide was printed which is available for dissemination. The nature trail and the guide were field tested during the 1976-1977 school year. While this project is relatively new, it has been enthusiastically received across the district.                                                                                | ongoing       |
| 5. Friday Elective            | Mini courses for elementary students were designed which would allow students to participate in activities which would provide practical experience and use of learned basic skills. Materials and equipment were purchases to support the program. The electives were operated for a four                                                                                                                            |               |

## Elementary School Support (continued)

| Program                        | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Future Status                                                                                            |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 5. Friday Elective (continued) | year period. The model of organization at grade level, inter grade level, and at the building level extended into other areas such as cultural events, art carnivals, and total school projects. This model was particularly in evidence during the Bicentennial Year.                                                                                                                                                                                                                                                                                                                                                                                                                              | ongoing -<br>No planned funding -<br>teachers may use the model on an individual basis when appropriate. |
| 6. Cultural Enrichment         | Artists, dance companies, composers, poets, bands and theater groups performed for elementary school students. In addition, these persons or groups worked with students on an individual basis or in small groups. This program was well received by students and staff. However, the schools received much criticism from the community concerning these efforts. In July of 1975 the program emphasis changed from the larger focus to a single person serving as an artist in residence.                                                                                                                                                                                                        | Terminated<br>June 30, 1975.                                                                             |
| 7. MACOS                       | Man, a Course of Study, is a social studies program designed for fifth grade students. Following a successful pilot of the program at Tri City Elementary this program was included in the Experimental Schools project. Materials were purchased for the two remaining elementary schools and all teachers were involved in an initial training program as well as ongoing training. The program is designed to provide students with models for the study of animals and other cultures. This project was completed and ongoing, however, following three formal parent complaints and a formal hearing, the school board ruled to delete this program from the curriculum as of September, 1977. | Terminated<br>June 30, 1977.                                                                             |
| 8. PAT                         | This social studies program, "People and Technology," is designed for sixth grade students. The program provides exploration of the development of technology through a study of the whaling industry. Materials were purchased and teachers participated in training.                                                                                                                                                                                                                                                                                                                                                                                                                              | ongoing                                                                                                  |

## Elementary School Support (continued)

| Program                     | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Future Status |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 9. Mobile Art Labs          | Two mobile art labs, designed by the Northwest Regional Educational Laboratories were purchased and installed in Tri City and Myrtle Creek schools. Three additional mobile art labs were constructed in 1976 when the project office received word that additional labs would not be available. Two Tri City Elementary teachers designed an art guide for the district which incorporated the materials, film loops, tapes, slides, and filmstrips included in the mobile art labs. The guide is available for dissemination. Tri City teachers performed an in-depth field study of the mobile art lab and provided further suggestions for improvement and uses.                                                                                                                                                                                                                                                                                                                     | ongoing       |
| 10. First Grade Orientation | The first grade orientation is a two week program conducted at the beginning of each school year. Students attend classes during the morning at which time the teachers conduct specially designed classes which include student orientation to the classroom, the playground, the cafeteria, the media center, the music center, the P.E. center, the school plant, the buses, and school personnel. Teachers administer diagnostic tests and plan activities which allow the child to develop self confidence at school and view the learning process as a joyful experience. Parents are invited to an Open House for a general orientation followed by individual conferences with the child's teacher to establish early the relationship which will cause parents and teachers to work together for the mutual benefit of the child. Each child's program is designed during this period, to be reviewed at the end of the first nine weeks with parents, or sooner, if necessary. | ongoing       |

## Elementary School Support (continued)

| Program               | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Future Status                                                                                                       |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 11. Learning Centers  | <p>The establishment of learning centers approach to classroom organization and management was one of the most outstanding successes of the Experimental Schools Project. Materials, equipment, and furniture were purchased to support this model. Teachers were involved in various in-service and training activities and visited other school sites to gain further knowledge and ideas for centers.</p> <p>This program was designed for the primary grades, one through three. However, an interesting spin off occurred as a result of the first operational year successes. Intermediate grade teachers began to pick up the use of learning centers which allowed teachers to slip easily into a role of facilitator in the classroom rather than the traditional role. A teacher training package was developed during the 1974-1975 school year which explored the use of classroom space in a learning center classroom. This training package is available for dissemination.</p> | ongoing                                                                                                             |
| 12. Classroom Aides   | <p>Personnel were employed to work in the classrooms as instructional/tutorial aides in the areas of basic skills, reading, math, and language arts. New organization for classroom learning centers combined with these additional personnel certainly heightened the ability of the teacher to maintain individualized programs for students. A training of classroom aides was developed, printed and tested during the 1976-77 school year. This handbook is available for dissemination.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>\$60,418.00<br/>Budgeted for 1977-78 school year to maintain this program at the current level of operation.</p> |
| 13. Volunteer Program | <p>Parents and patrons were actively sought to become involved in a variety of roles in the schools. Such persons assisted in media centers, reading and math programs in the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                     |

## Elementary School Support (continued)

| Program                           | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Future Status                                                                                       |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 13. Volunteer Program (continued) | classrooms, as speakers for large and small groups, to conduct demonstrations, to teach mini classes, to serve as counselors and teachers at the resident outdoor school, to chaperone field experiences, etc. Mothers, fathers, grandparents, relatives, business persons, and retired persons all participated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ongoing                                                                                             |
| 14. Terramar                      | <p>A resident outdoor school was designed for fifth grade students in the district. Students participated in classroom activities prior to traveling to Charleston, Oregon to an outdoor camp, Terramar. The trip to the coast was initially a four day trip, cut to three days the second operational year. Students participated in four large group activities:</p> <ol style="list-style-type: none"> <li>1) Fossil Point-Geology Study</li> <li>2) South Cove-Low Tide Pool Study</li> <li>3) Sand Dunes-Oceanography</li> <li>4) Foreign Ship Visitation-Cultural Study</li> </ol> <p>In addition, students selected four or five of the following field labs:</p> <ol style="list-style-type: none"> <li>1) Art Lab-----art</li> <li>2) Shore Acres-----history</li> <li>3) Pond Study-----chemistry</li> <li>4) Nature Trail-----biology</li> <li>5) Music Lab-----music</li> <li>6) Stream Tables-----river information</li> <li>7) High Tide Pools---marine biology</li> <li>* 8) Boat Basin-----marine biology and crabbing</li> </ol> <p>* required</p> <p>A parent orientation evening was conducted each year to acquaint parents with the program. Follow-up classroom activities completed the six week study.</p> |                                                                                                     |
| 15. Field Experience              | An effort to heighten the use of the community as extended learning centers was attempted through this program. Field experience guides were developed for each school site.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$5,480 was budgeted for 1977-78 school year to continue the program at current level of operation. |

## Elementary School Support (continued)

| Program                             | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Future Status                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 15. Field Experience<br>(continued) | Guidelines were established for wise use of time before, during, and after field experiences. Transportation for the Terramar experience and the funds as well as extended classroom field trips.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ongoing                       |
| 16. Parent Resource Center          | In response to the parent involvement goal, a center for parents was established as a pilot program at Myrtle Creek Elementary in 1975. Materials were developed to support primary classroom activities. Parents were invited to visit the center to check out supplementary materials, activities, games, kits, and equipment appropriate for their child. Work areas were available to produce additional activities under the direction of the coordinator. The coordinator sent home invitations with each child. A brochure with each report card was also sent home. The coordinator spoke to a number of civic groups to explain the program and ran informative adds in the paper <u>Parent Resource Center</u> . In spite of these efforts, the lack of parent participation resulted in the closure of the center in February, 1977. | Terminated<br>February, 1977. |

## E. Junior High School Support

| Program                    | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Future Status                                  |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1. Personalized Assessment | Student records which include test results, interests, strengths, teacher recommendation, and health records are carefully considered by the teacher and student. These cumulative records continue to be considered as student's work through the elective program offerings each nine weeks.                                                                                                                                                                                  | ongoing                                        |
| 2. Program Re-organization | <p>An elective program was designed and implemented at the junior high levels to replace a traditional program of departmentalized, required classes. A wide variety of choices are now available to students in all subject areas.</p> <p>This reorganization was completed the second operational year. Teachers and administration worked closely to design and implement this program which has been widely accepted and praised by staff, students, and the community.</p> | ongoing                                        |
| 3. Block Scheduling        | This notion did not, at any time, materialize. The planning for reorganization lent itself much more easily to a nine week system which was accepted exclusively.                                                                                                                                                                                                                                                                                                               | Program not funded at any time.                |
| 4. Tutoring                | Due to limited funds set aside for instructional tutorial aides, this program did not materialize.                                                                                                                                                                                                                                                                                                                                                                              | Program not funded at any time.                |
| 5. Field Experience        | As at the elementary level, field experiences were planned and conducted on a systematic basis to enhance and emphasize learning within extended classroom approach.                                                                                                                                                                                                                                                                                                            | \$428.00 was budgeted for 1977-78 school year. |
| 6. Media Center            | As at the elementary level, libraries were remodeled, equipment and materials were purchased and the library was changed from a book depository to an active media center. These centers were especially effective at this level.                                                                                                                                                                                                                                               | ongoing                                        |

## Junior High School Support (continued)

| Program                                                                                                                                                                                                                                                   | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Future Status                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p>7. Curriculum Streams</p> <p>a. Civic Education</p> <p>1) Cultural Symposia</p> <p>2) Public Service</p> <p>b. Communications</p> <p>c. Math/Science Technology</p> <p>1) Symposia</p> <p>2) Math Lab</p> <p>d. Personal Development</p> <p>1) Art</p> | <p>The cultural symposia was planned and constructed for a period of two years. The purpose of this program was to provide experiences for students to form a base for making informed decisions concerning cultural activities. This program suffered the same criticism as the cultural event program at the elementary level and thus was not continued after the second operational year.</p> <p>This program was designed to encourage active participation in community affairs and public services by students and to encourage their future participation as adults.</p> <p>The course provided an opportunity for students to study city government and the city charter. Students also visited city hall and attended city council meetings. Community needs in areas of safety, etc. were studied and recommendations were made to appropriate agencies. Plans are currently underway to expand this program to include the county level.</p> <p>Each year the junior high students publish two magazines which reflect student articles, stories and poetry. In addition, newspapers are published periodically each year. These activities provide student with many avenues in which to express themselves in the medium of print.</p> <p>A symposia designed to enhance this area was never achieved due to limited resource persons.</p> <p>In order to provide an ample opportunity for creative self-expression at the junior high level an art program was established under the auspices of Experimental Schools. An</p> | <p>Terminated<br/>June, 1975</p> <p>ongoing</p> <p>ongoing</p> <p>Program not funded at any time.</p> |

## Junior High School Support (continued)

| Program                           | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                | Future Status                   |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 7. Curriculum Streams (continued) | art teacher was hired, art supplies and equipment were purchased, and the program was implemented during the first operational year of the Experimental Schools Project. The classes include such offerings as sculpture, ceramics, oils, sketching, weaving, watercolor, photography, lapidary, and art appreciation. The district has gradually incorporated the salary of the art teacher. | ongoing                         |
| 2) Minor Cultural Events          | Cultural events were conducted which provided students an opportunity to enjoy artists, dancers, poets, composers, bands, and theatre groups both at performance levels and small group workshop level. Due to heavy community criticism of this component the program was dropped after the second operational year.                                                                         | Terminated June, 1975           |
| e. Career Education               | Through the elective reorganization efforts, classes were established which allowed students to explore various careers to their own interests, talents, and capacities.                                                                                                                                                                                                                      |                                 |
| 1) Career Exploration             |                                                                                                                                                                                                                                                                                                                                                                                               | ongoing                         |
| 2) Forest Management              | Forest management experiences were never offered as a result of personnel. A person trained to manage this program was not available in the district teaching staff and although these funds and this program remained on the proposal for two years such a person was never found.                                                                                                           | Program not funded at any time. |

## F. High School Support

| Program                                     | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Future Status |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Special Education                        | This program was in operation in the Fall of 1973. Special education students were mainstreamed, a home room teacher was hired, and material and equipment were purchased. This program, which stresses the home room concept accompanied by partial participation in the regular school program, allows educable, mentally retarded youngsters daily association with peers and exposure to the educational training norm in a controllable way.                                                                                                                               | ongoing       |
| 2. Personal Development<br>a. Art Education | The art curriculum at the high school level was enlarged to increase a wider scope of course offerings. Art exhibits for students' work were provided. The students were also exposed to professional artists. Additional materials were purchased to support this enlargement.                                                                                                                                                                                                                                                                                                 | ongoing       |
| b. Drama                                    | The scope of this program was enlarged with the efforts that were launched during the planning year, 1972-73. High school students are instrumental in creating an interest in drama at the elementary levels by performing in plays selected for elementary student audiences. Appreciation of acting, sets, lighting, and the written play are stressed. This program has vacillated from very successful to mediocre to moderate success as a direct result of personnel changes. However, the program seems to be moving toward a better success again at the present time. | ongoing       |
| c. Peer Counseling                          | Modeling itself after the vaunted Big Brother and Big Sister program, the peer counseling program was designed to allow a high school student to serve as advisor to elementary and junior high students who were designated as those whose courses seemed destined to alienation or failure. This program was initiated                                                                                                                                                                                                                                                        |               |

## High School Support (continued)

| Program                                                                  | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Future Status                                |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 2. Personal Development<br>(continued)                                   | <p>in the face of 1973 but time limitations for both younger students and older students caused the program to falter and cease by the spring of 1974. In the Fall of 1974, the Myrtle Creek Elementary instructional leader and the high school instructional leader planned a peer counseling/tutoring program which could operate during the regular school day. This program operated for two years at Myrtle Creek Elementary then expanded to include the Canyonville Primary school during the 1976-77 school year.</p> <p>Although this program was highly recommended by all persons involved, the budget committee cut the funding of the program in the 1977-78 school budget.</p> | Terminated<br>June 30, 1977                  |
| 3. Civic Education                                                       | A broadened civic education program featuring a wide range of electives and active student involvement was established from 1972-1974. Key personnel changes, mainly the department head's transferal to a junior high vice-principal position, resulted in the termination of many facets of this program. During the summer of 1976 the program was officially redesigned to a more manageable scale, then implemented most successfully in the 1976-77 school year.                                                                                                                                                                                                                        | ongoing                                      |
| 4. Communication<br>a. Foreign Language<br><br>b. Reading Skills Program | <p>The foreign language offering was successfully expanded to include studies of custom, mores, and dress, as well as language and writing skills. Field experiences became an integral part of this elective.</p> <p>The reading class offering was expanded to a reading lab approach to provide an individualized program to develop reading skills. The program was intensified to help students who were deficient in reading skills, as well as those students who need assistance in developing more diverse interesting reading.</p>                                                                                                                                                  | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> |

## High School Support (continued)

| Program                                                                            | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Future Status                                       |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p>5. Career Education</p> <p>a. Mini Course</p> <p>b. Student Placement</p>       | <p>A complete reorganization of the career education department resulted in a program which revolved around clusters of metals, construction, mechanics, marketing, and food services. The success of those programs quickly caused an expansion from the mini courses concept to inclusion in the regular curriculum.</p> <p>This area was envisioned as an expansion of guidance. Initially a director was hired to coordinate the work experience program maintaining close contact with businesses and state employment services. In addition, the director kept abreast of the latest placement listings and conducted clinics to prepare students for completing applications. These clinics provided opportunities for the students to properly conduct themselves in an interview and to handle themselves appropriately in situations common to a job applicant or beginning employee. Two different persons served in this position but neither were able to bring this vision to fruition. Thus, the program was dropped and the student placement reverted to a traditional approach through the guidance program.</p> | <p>ongoing</p> <p>Terminated<br/>June 30, 1976.</p> |
| <p>6. Math/Science/Technology</p> <p>a. Math Lab</p> <p>b. Horticulture Center</p> | <p>A math lab was developed for applied mathematics and applied algebra. These later were combined to form a math lab for basic math skills utilizing the Lodestar Math Program. The math lab lends itself to a highly individualized approach for instruction.</p> <p>A greenhouse was built on campus, equipment was purchased and materials were organized so that the horticulture center served as an extended classroom teaching station. This station is used part time when appropriate units of study require same.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>ongoing</p> <p>ongoing</p>                       |

## High School Support (continued)

| Program                                           | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Future Status                                                                  |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 7. Performance Objectives                         | Minimum competencies for graduation were developed and the implementation process is still occurring. The class of 1978 will be the first graduating class to have the minimum competencies imposed upon the graduation requirements. To aid in the adoption of minimum competencies and to further insure individualized instruction for students, performance objectives and tests were designed by the staff and implemented during the first two operational years of the Experimental Schools program.                                                                                                                                                                                                                                                         | ongoing                                                                        |
| 8. Parent Involvement<br>a. Freshman Orientation  | In order to familiarize students with the high school plant, staff, and programs, as well as to include parents in the planning of their high school career, a freshman orientation was conducted for the past two years as part of the Experimental Schools Project. During a week long period prior to the opening of school, the staff was introduced to prospective ninth grade students, building tours were conducted, high school curriculum and activities were discussed, and diagnostic tests were administered. Long range planning and the development of a first semester schedule occurred during individual parent-student teacher conferences. This program proved to be a resounding success as viewed by both school personnel and the community. | ongoing -<br>\$2,800.00 budgeted for 1977-78 school year.                      |
| b. Parent/Advisor/Student Conferences, grade 1-12 | Conferences involving the advisor, student, and the parents are planned and scheduled during the past two years. Release time was provided for teachers during the 1976-77 school year to allow ample time for each conference.<br><br>Parents received an update on grades, progress with minimum competencies, and student accomplishments. Any problems were discussed at this time. Each student in the high school and his/her parents had a schedule opportunity to participate in such a conference.                                                                                                                                                                                                                                                         | ongoing -<br>2,280.00 budgeted for teacher release time in the 1977-78 budget. |

## High School Support (continued)

| Program                       | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Future Status                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p>9. Artist-in-Residence</p> | <p>This program was a compromise program deemed acceptable to all in the area of cultural enrichment. The program provided a hired artist who worked with students, conducted teacher training workshops, and coordinated a visiting artist program.</p> <p>The program enjoyed moderate success with a muralist hired for the first year of the program and resounding success with a photographer hired the second year of the program. Of particular value the second year was the wide variety of visiting artists brought to the district via the photographer. Among those visiting were poets, composers, a silk screen artist, guitarists, photographers, a Pulitzer Prize winning journalist/photographer, a lecturer with zeppelin exhibit, a dance company, and a filmmaker. The budget committee cut the artist in residence program, without a dissenting vote, for the 1976-77 school year.</p> | <p>Terminated<br/>June, 1976.</p> |

## G. Additional Programs - District Wide

| Program                    | Development and Current Status                                                                                                                                                                                                                                                                                                                                                                                                                               | Future Status                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1. Minimum Competencies    | In addition to the high school efforts in this area, the staff developed minimum competencies for all subject areas, grades one through eight. These competencies and tests of each subject have been compiled into a teacher's guide, which is available for dissemination.                                                                                                                                                                                 | Design completed Spring, 1977, to be implemented Fall, 1977. |
| 2. Performance Objectives  | In addition to the high school efforts, the staff developed performance objectives for all subject areas, grades one through eight. These objectives, along with state goals and guidelines, have been compiled into a district curriculum guide, grades one through twelve, which is available for dissemination. The curriculum guide was field tested during the 1976-77 school year. Revisions will be fully implemented during the 1977-78 school year. | ongoing                                                      |
| 3. Implementation Councils | Each school site established an implementation council, of which the members are teachers. The activities of the council were originally intended to facilitate the implementation of Experimental Schools Programs and recommend any modifications of programs and/or use of time, space, and facilities to the building principal. The role of the council was expanded to include all programs and activities in each school.                             | ongoing                                                      |

## VI. FINANCIAL REPORT

A breakdown of total expenditures and total receipts for the current year and the total project is contained in the following pages.

## EXPERIMENTAL SCHOOLS PROGRAM

SOUTH UMPQUA PUBLIC SCHOOLS, MYRTLE CREEK, OREGON

Report for the Quarter Ending September 30, 1977

|                                             | 1976-77                                    | 1976-77                                    | 1976-77                                |                                |
|---------------------------------------------|--------------------------------------------|--------------------------------------------|----------------------------------------|--------------------------------|
|                                             | APPROVED, ADJUSTED<br>BUDGET               | CUM COST TO DATE<br>SEPT. 30               | COST FOR QUARTER<br>MARCH 1 - SEPT. 30 | PROJECTION FOR<br>NEXT QUARTER |
| <u>TOTAL SOUTH UMPQUA PROJECT</u>           | \$<br>170,488.30                           | \$<br>166,717.40                           | \$<br>63,048.35                        |                                |
| Artist in Residence                         | 5,500.00 *                                 |                                            |                                        |                                |
| Matching Funds                              | 28,887.00                                  | 26,104.13                                  | 7,327.90                               |                                |
| <u>PROJECT MANAGEMENT AND DISSEMINATION</u> |                                            |                                            |                                        |                                |
| Salaries                                    | 18,300.00                                  | 17,327.65                                  | 2,926.84                               |                                |
| Office Supplies and Postage                 | 3,750.00                                   | 3,725.63                                   | 3,229.50                               |                                |
| Contracted Services                         | -0-                                        | -0-                                        | -0-                                    |                                |
| Travel                                      | 1,100.00                                   | 952.06                                     | 472.03                                 |                                |
| Operation of Plant                          | 1,609.00                                   | 1,247.44                                   | 585.44                                 |                                |
| Fringe Benefits/Fixed Charges               | 4,128.00                                   | 2,851.35                                   | 114.09                                 |                                |
| Equipment                                   | -0-                                        | -0-                                        | -0-                                    |                                |
| <u>STAFF DEVELOPMENT</u>                    | 16,030.00                                  | 22,205.26                                  | 11,883.74                              |                                |
| Salaries                                    | -0-                                        | -0-                                        | -0-                                    |                                |
| Office Supplies and Postage                 | -0-                                        | -0-                                        | -0-                                    |                                |
| Travel                                      | -0-                                        | -0-                                        | -0-                                    |                                |
| Instruction/Training                        | 8,340.00                                   | 8,764.06                                   | 6,004.39                               |                                |
| Cultural Enrichment                         | 5,500.00 *                                 | 10,946.85 *                                | 3,385.00                               |                                |
| Instructional Travel                        | -0-                                        | -0-                                        | -0-                                    |                                |
| Other Expenses/Consultants                  | 750.00                                     | 662.50                                     | 662.50                                 |                                |
| Fringe Benefits/Fixed Charges               |                                            | 1,831.85                                   | 1,831.85                               |                                |
| Equipment                                   | 1,440.00                                   | -0-                                        | -0-                                    |                                |
| <u>PROGRAM EVALUATION</u>                   | 56,671.00                                  | 52,767.85                                  | 22,287.39                              |                                |
| Salaries                                    | 38,210.00                                  | 37,444.54                                  | 16,324.02                              |                                |
| Supplies                                    | 4,171.00                                   | 4,096.38                                   | 2,082.65                               |                                |
| Travel                                      | 1,705.00                                   | 1,728.00                                   | 990.05                                 |                                |
| Other Expenses                              | 2,760.00                                   | 2,863.19                                   | 848.00                                 |                                |
| Operation of Plant                          | 495.00                                     | 495.00                                     | -0-                                    |                                |
| Fringe Benefits/Fixed Charges               | 9,330.00                                   | 6,140.74                                   | 2,042.67                               |                                |
| Equipment                                   | -0-                                        | -0-                                        | -0-                                    |                                |
|                                             | *See Artist in<br>Residence note<br>above. | *See Artist in<br>Residence note<br>above. |                                        | 52                             |

## EXPERIMENTAL SCHOOLS PROGRAM

SOUTH UMPQUA PUBLIC SCHOOLS, MYRTLE CREEK, OREGON

Report for the Quarter Ending September 30, 1977

|                                       | 1976-77<br>APPROVED, ADJUSTED<br>BUDGET | 1976-77<br>CUM COST<br>TO DATE | 1976-77<br>COST FOR QUARTER<br>MARCH 1 - SEPT. 30 | PROJECTION FOR<br>NEXT QUARTER |
|---------------------------------------|-----------------------------------------|--------------------------------|---------------------------------------------------|--------------------------------|
|                                       | \$                                      | \$                             | \$                                                |                                |
| <u>ELEMENTARY SCHOOL SUPPORT</u>      | 64,440.00                               | 63,542.34                      | 22,379.19                                         |                                |
| Salaries                              | 41,500.00                               | 40,323.87                      | 13,036.71                                         |                                |
| Instructional Supplies                | 3,800.00                                | 4,033.14                       | 2,539.31                                          |                                |
| Travel                                | -0-                                     | -0-                            |                                                   |                                |
| Resident Outdoor School               | 5,480.00                                | 5,461.08                       | 2,260.58                                          |                                |
| Transportation                        | 2,820.00                                | 2,347.50                       | 823.34                                            |                                |
| Nature Trail Development, Canyonville | -0-                                     | -0-                            | -0-                                               |                                |
| Fringe Benefits/Fixed Charges         | 10,840.00                               | 11,376.75                      | 3,719.25                                          |                                |
| Equipment                             | -0-                                     | -0-                            | -0-                                               |                                |
| <u>JUNIOR HIGH SUPPORT LEVEL</u>      | 1,450.00                                | 826.58                         | 385.56                                            |                                |
| Salaries                              | -0-                                     | -0-                            | -0-                                               |                                |
| Teaching Supplies                     | 1,150.00                                | 826.58                         | 385.56                                            |                                |
| Cultural Enrichment                   | -0-                                     | -0-                            | -0-                                               |                                |
| Transportation                        | 300.00                                  | -0-                            | -0-                                               |                                |
| Fringe Benefits/Fixed Charges         | -0-                                     | -0-                            | -0-                                               |                                |
| Equipment                             | -0-                                     | -0-                            | -0-                                               |                                |
| <u>HIGH SCHOOL SUPPORT LEVEL</u>      | 3,010.00                                | 2,486.67                       | -0-                                               |                                |
| Salaries                              | 2,500.00                                | 2,067.77                       | -0-                                               |                                |
| Teaching Materials                    | -0-                                     | -0-                            | -0-                                               |                                |
| Cultural Enrichment                   | -0-                                     | -0-                            | -0-                                               |                                |
| Other Expenses of Instruction         | -0-                                     | -0-                            | -0-                                               |                                |
| Transportation                        | -0-                                     | -0-                            | -0-                                               |                                |
| Fringe Benefits/Fixed Charges         | 510.00                                  | 418.90                         | -0-                                               |                                |
| Equipment                             | -0-                                     | -0-                            | -0-                                               |                                |

EXPERIMENTAL SCHOOLS FUND

Summary (1)

|                                           | <u>ACTUAL</u>          |
|-------------------------------------------|------------------------|
| RECEIPTS:                                 |                        |
| Office of Education                       | \$273,627.68           |
| FUND BALANCE, July 1, 1975                | <u>13,525.27</u>       |
| TOTAL RECEIPTS AND BEGINNING FUND BALANCE | <u>\$287,152.95</u>    |
| EXPENDITURES:                             |                        |
| Project Management and Dissemination      | \$ 39,448.36           |
| Staff Development                         | 9,740.77               |
| Program Evaluation                        | 52,340.73              |
| Elementary School Support                 | 134,854.06             |
| Junior High School Support                | 8,601.54               |
| High School Support                       | <u>44,335.89</u>       |
| TOTAL EXPENDITURES                        | <u>\$289,321.35</u>    |
| FUND BALANCE, June 30, 1976               | <u>( \$ 2,168.40 )</u> |

(1) Budget requirements and resources were submitted in book only in the amount of \$271,959.00. A comparison of actual expenditures and budget limitations was not available since detailed budget data was not available in the budget document.

EXPERIMENTAL SCHOOLS FUNDTotal All Projects

|                                      | Grant No.<br>72-4983 | Grant No.<br>NE-C-00-3-0282 | Actual              | Budget    | Over*<br>Under<br>Budget |
|--------------------------------------|----------------------|-----------------------------|---------------------|-----------|--------------------------|
| RECEIPTS:                            |                      |                             |                     |           |                          |
| Office of Education                  | \$ 12,110.60         | \$360,993.00                | \$373,103.60        | \$        | \$373,103.60*            |
| Other                                |                      | 185.42                      | 185.42              |           | 185.42*                  |
|                                      | <u>\$ 12,110.60</u>  | <u>\$361,178.42</u>         | <u>\$373,289.02</u> | <u>\$</u> | <u>\$373,289.02</u>      |
| FUND BALANCE, July 1, 1973           | ( 3,763.09 )         |                             | ( 3,763.09 )        |           | 3,763.09*                |
|                                      | <u>\$ 8,347.51</u>   | <u>\$361,178.42</u>         | <u>\$369,525.93</u> | <u>\$</u> | <u>\$369,525.93*</u>     |
| EXPENDITURES:                        |                      |                             |                     |           |                          |
| Project Management and Dissemination | \$ 8,347.51          | \$ 31,817.25                | \$ 40,164.76        | \$        | \$ 40,164.76*            |
| Staff Development                    |                      | 41,833.45                   | 41,833.45           |           | 41,833.45*               |
| Program Evaluation                   |                      | 32,359.40                   | 32,359.40           |           | 32,359.40*               |
| Elementary School Support            |                      | 133,141.61                  | 133,141.61          |           | 133,141.61*              |
| Junior High School Support           |                      | 46,952.62                   | 46,952.62           |           | 46,952.62*               |
| High School Support                  |                      | 67,220.27                   | 67,220.27           |           | 67,220.27*               |
|                                      | <u>\$ 8,347.51</u>   | <u>\$353,324.60</u>         | <u>\$361,672.11</u> | <u>\$</u> | <u>\$361,672.11*</u>     |
| FUND BALANCE, June 30, 1974          | <u>\$</u>            | <u>\$ 7,853.82</u>          | <u>\$ 7,853.82</u>  | <u>\$</u> | <u>\$ 7,853.82*</u>      |

EXPERIMENTAL SCHOOLS FUNDSUMMARYS. D. 19  
South Unipqua  
1974-1975

|                                      | <u>ACTUAL</u>       | <u>BUDGET</u>               | <u>OVER*</u><br><u>UNDER</u><br><u>BUDGET</u> |
|--------------------------------------|---------------------|-----------------------------|-----------------------------------------------|
| RECEIPTS:                            |                     |                             |                                               |
| Office of Education                  | \$327,591.33        | \$316,476.00                | \$ 63,309.33*                                 |
| FUND BALANCE, July 1, 1974           | <u>7,853.82</u>     | <u>                    </u> | <u>7,853.82*</u>                              |
|                                      | <u>\$335,445.15</u> | <u>\$316,476.00</u>         | <u>\$ 71,163.15*</u>                          |
| EXPENDITURES:                        |                     |                             |                                               |
| Project Management and Dissemination | \$ 34,090.16        | \$                          | \$                                            |
| Staff Development                    | 41,726.67           |                             |                                               |
| Program Evaluation                   | 43,777.12           | 316,476.00                  | 57,637.88*                                    |
| Elementary School Support            | 122,283.22          |                             |                                               |
| Junior High School Support           | 34,842.58           |                             |                                               |
| High School Support                  | <u>45,200.13</u>    | <u>                    </u> | <u>                    </u>                   |
|                                      | <u>\$321,919.88</u> | <u>\$316,476.00</u>         | <u>\$ 57,637.88*</u>                          |
| FUND BALANCE, June 30, 1975          | <u>\$ 13,525.27</u> | <u>\$</u>                   | <u>\$ 13,525.27*</u>                          |